Module 5: **Instructional Design**

Reflection

Susana Villanueva Eguia Lis

Texas Tech University

Author Note

 Susana Villanueva Eguia Lis, Department of Education, Texas Tech University.

 Susana Villanueva Eguia Lis, is now at Department of Foreign and Modern Languages and Literatures, Texas Tech University.

 Correspondence concerning this article should be addressed to Susana Villanueva, Department of Classical and Modern Languages and Literatures, Texas Tech University, 4202 16th apt 101, Lubbock, Texas, 79416/

Contact: susana.v.berry@gmail.com, susana.eguia@ttu.edu

Part 1: Compare Two Instructional Design Models for Distance Education.

The Models of Distance Education that I would like to compare and contrast are ADDIE vs 9 steps by Gagne. ADDIE stands for Analysis, Design, Development, Implementation and Evaluation and its main advantage is that it is easier concise and straightforward to the point. 9 steps by Gagne has the following steps: Gain Attention, Present a Learning objective, Stimulate recall of prior knowledge, Present the material, Provide guidance for learning, Elicit performance, Provide feedback, assess performance, Enhance retention and transfer. Below the reader can see a chart comparing both models:

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| **Instructional Design Models** | **ADDIE** | **9 STEPS OF GAGNE** |
| **Similarities** | * Both are organized and systemic, they both have steps.
* Both models can be used by novice and experienced designers requiring few or no additional resources to understand the model other than following the suggested steps.
* Feedback or evaluation for the student is used on both models.
* Both have learning goals, objectives and learner participation
* They are both rigid in the steps that must be followed (the Instructional Designer is not supposed to skip steps).
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| **Differences** | * Curvilinear (it is a circle that repeats itself over its same steps in order to improve).
* ADDIE makes an analysis of the situation before starting
* ADDIE uses the idea of evaluation of the design with more emphasis. They have two types: formative and summative.
 | * Rectilinear ID model
* It considers Instruction from the perspective of the instructor
* 9 Steps of Gagne makes less of an analysis of the situation and the learner and emphasizes more the idea of gaining learners’ attention as step 1.
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| **Strengths** | * Predictable and reliable
* Can be used by novice and experienced designers
* Can be applied to numerous learning environments in very diverse fields.
 | * Can be used by novice and experienced designers
* Represent the real-life instructional design processes better
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| **Weaknesses** | * Not flexible
* Requires constant revision
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• Practical•Teachers can apply it to their classes |

Personal Reaction: I believe that both models are useful and no model is superior. Instructional Designers must choose what is more compatible with their style and with the school or university subject they are working on. I would prefer the 9 Steps of Gagne since it seems to me to be easier to understand and apply.

Part 2: Sample Course using distance education in a Foreign Language Class (Spanish)

TITLE: ELEMENTARY SPANISH FOR HIGHSCHOOL

STUDENTS (ONLINE CLASS)

Module 1: Greetings and Good byes

 Lesson 1: How to say Hello, My name is, Nice to Meet you in Spanish

 Lesson 2: How to spell your name and give your telephone and email in Spanish

 Lesson 3: Give a reason to leave and say good-bye in Spanish

 Lesson 4: Addressing people (formal versus informal tú/usted)

Module 2: Activities and Hobbies

 Lesson 1: Describe the things you like to do with verbs in present tense (ar, er, ir)

Lesson 2: Vocabulary: Sports, Hobbies, Social Activities, Social Media Activities in Spanish

Lesson 3: Identify at least 2 countries with Spanish speaking population

Module 3: Future Activities for the weekend

Lesson 1: use future progressive in Spanish (voy a + ver) to express weekend plans

Lesson 2: Vocabulary: Movies, Museums, Videogames, Church, the Mall and shopping

Lesson 3: Choose 1 country and describe your future plans to visit. What are you going to do there? What are you going to eat?

Part 3: SAMPLE INSTRUCTIONAL STRATEGIES FOR AN

ONLINE SPANISH COURSE (ELEMENTARY LEVEL)

Module 1: Greetings and Good byes

Listening Activity: Students watch a *YouTube video* *in Spanish* made by the instructor where he will say his/her name and one thing he likes. Instructor will model the greeting/goodbye phrases. Students will watch the video and answer to comprehension questions.

Written Assessment: Students participate in an *online discussion in Spanish.* They have to introduce themselves to the class in Spanish and answer to at least 2 classmates in Spanish too.

Speaking Assessment: Students must meet in groups of 3 using a synchronous communication tool for *videoconferencing in Spanish.* They must greet each other in Spanish, spell their names and exchange cellphone numbers and emails. Students must take screen shots of the activity and use it to introduce their team to the class via their own blog or wiki site.

Speaking Assessment: *Teacher will meet one on one interview in Spanish with students via Skype*. Student will talk for 1 minute about himself/herself and his team members’ names.

Module 2: Activities and Hobbies

Reading Activity: Students visit *web pages in Spanish* provided by the instructor where they can *Read in Spanish* about activities and hobbies highschool students have in the Hispanic World. They write a 1 sentence reflection about what they saw.

Written Assessment: Students *participate in* *a facebook group* *in Spanish for* the class and post a picture of them doing something they like and they write at least 2 sentences in Spanish about their own activity. They also must at least make 3 comments to classmate’s pictures and activities. All must be written in Spanish.

Speaking Assessment: Students must meet in teams of 3 via synchronous communication tool like skype and must *speak in Spanish about the things they like to do for 1 minute each.* Team members must react to what they hear. They will also post screen shots of the activity.

Module 3: Future Activities for the weekend and for your next summer break

Listening Activity- Students watch a *YouTube video in Spanish* made by their instructor where he/she models the use of future tense sentences. He/she will talk about a country he/she is going to visit in her summer vacation and the things he/she is going to do there.

Written Assessment: Students *post a comment in Spanish* in the discussion of the class with their future plans to visit a country that speaks Spanish. They must at least make comments to 2 classmates.

Speaking Assessment: Students must meet in teams of 3 via synchronous communication tool like skype and must *speak in Spanish about their weekend plans for 1 minute each using future tense*. Team members must react to what their peers say. Students will record the conversation and post it on their personal weebly or wiki site for the teacher to grade. They will also post screen shots of the activity.